

Student Generated Podcasts: Learning to Cascade rather than Create

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Introduction

- ▶ Podcasts are popular, 125,000 in iTunes Podcast Directory. .
- ▶ Initial barriers broken: recording, editing and distribution.
- ▶ Explosion in exploratory uses, e.g. education [1] .
- ▶ Scope limited, main focus has been on experts and/or students in science and technology [2].
- ▶ Former Arts student, Gordon Brown released a podcast.
- ▶ No reason why a collection of digital natives, such as Arts students, couldn't create a podcast [3].
- ▶ Challenge is content.






Definition

Digital content **syndicated** over the Internet that can be consumed at **anytime** in **anyplace**.

Education Rationale

- ▶ Critical rehearsal, re-expression or application of content.
- ▶ Learning by teaching [4]
- ▶ Deepen personal understanding
- ▶ Communication, in multiple formats.

Marking Scheme

	x		x		x		+	
1	x	1	x	3	x	7	+	1
RSS	x	VIDEO	x	TIME	x	CONTENT	+	LOG

Example

Student spends time crafting a high-quality video but submits it without an RSS feed **or** $0 \times 1 \times 3 \times 7 = 0$

The Study

- ▶ Third-year philosophy course, 24 students.
- ▶ Assessed exercise worth 25% of final module award.
- ▶ Six weeks to complete.
- ▶ Access to state of the art equipment but advised they could use their own.
- ▶ Six hours of one-to-one technical support.
- ▶ Submission includes: RSS feed, Video in MP4 format and Log report.
- ▶ Log report included several questions, some personal, some feedback and some aimed at extracting any technical or group difficulties.
- ▶ Log report asked students to produce a score for each group member, optional.

Performance of students was no better or worse than previous years. Interesting responses from log-report include:

- (a) all students own a dedicated mobile phone and music player
- (b) majority perform poorly at basic digital tasks
- (c) majority of students enjoyed exercise

Interesting quotes from staff and students...

"Good, challenging. Very technical and for people who didn't like technical things... quite hard"

Student 3

Conclusions

- ▶ Unclear what students found more challenging: technically creating a video or cascading content to an audience.
- ▶ Assessed exercise introduced **two** new elements for non-technical students: technical tools and cascading content that can be assessed in terms of pedagogical worth.
- ▶ Strong performance from students who completed a comparable exercise in a preceding module.
- ▶ Unique, unrepeated types of assessment lead to generally poor results.
- ▶ Given the employability-related learning aims of exercising communication skills and especially in multiple formats, then introducing more such exercises rather than dropping them would seem to be the way forward.

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